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ABSTRACT

The director of a Head Start Day Care and Family Resource Center (which is the only licensed group child care and early childhood education facility serving Native Americans in the rural southwest) implemented a practicum intervention designed to inform the tribal central finance office about the goals and financial needs of the child care center. Specific aims were to: (1) improve service from the finance office to the center; (2) increase the knowledge of the finance office staff about the operation and administrative needs of the center and vice versa; and (3) improve the attitude of the staff of each program and office concerning the staff of the other program and office. Appropriate areas for in-service training were identified through administration of a questionnaire designed to obtain baseline data on current knowledge and through informal interviews with members of both staff groups. Subsequently, eight training sessions were conducted by the center director for the finance staff, and finance staff provided two training sessions for the center staff. The sessions covered philosophy, goals, activities, and financial needs. Evaluation data indicate the positive outcomes of the intervention. Related materials are included in 10 appendices and include: (1) findings and recommendations; (2) correspondence from federal funding agency; (3) questions and responses from informal interviews; (4) two examples of staff meeting agenda; (5) pre-post training questionnaire and responses from pre-training administration; (6) one example of center staff meeting agenda; (7) training plan; (8) memo to finance staff, re: training; (9) personnel breakdown and vendor list and supplies; and (10) example of project progress notes. (RH)

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Improving Administrative Services and Developing Positive Attitudes and Communication Through Interdepartmental Training

by

Lorna H. Greene

Cohort XXVII

A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science

NOVA UNIVERSITY

1988

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Abstract

Improving Administrative Service and Developing Positive Attitudes and Communication through Interdepartmental Training. Greene, Lorna H., 1988. Practicum Report, Nova University, Master's Program for Child Care Administrators. Descriptors: Child Care Administration, Administrative Services, Staff Development, Staff Training, Financial Services, Interdepartmental Training, Cross-Training, Employee Attitudes, Communication Native American Training, Tribal Administration.

Because of a lack of information, poor communication and poor attitudes by members of the Child Care Center and the Finance Office about employees of the opposite office, appropriate, timely and accurate financial information was not made available to the Child Care Center by the Central Finance Office.

The author designed and implemented a questionnaire and eight training workshops to inform employees of the Central Finance Office about the goals and financial needs of the Child Care Center.

The questionnaire was used to monitor pre and post training levels of information. The workshops covered the philosophy, goals, activities and financial needs of the Center. Attitudes were monitored by attendance, participation and responses in informal interviews.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice.

I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope my own work, presented here, will earn similar respect.

Lorna H Greene

Lorna H. Greene

December 12, 1988

Date

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Chapter 1

INTRODUCTION

The Head Start Day Care and Family Resource Center is the only licensed group child care and early childhood education facility serving a community of Native Americans in the rural southwest.

The Head Start program has been in operation for 19 years. The Child Care and Outreach Program, which has been operating for almost ten years, shares both facility and some staff with the Head Start program.

The Center (all early childhood programs) serves over 95 children from the ages of six months to six years, year round with comprehensive services; education, health, nutrition, transportation, et al. The program provides the services from a converted Bureau of Indian Affairs boarding school and dining hall which are located across the street from each other on a quadrangle of buildings housing the majority of tribal offices, agencies and programs. Some other buildings, including the main Finance Office, are scattered throughout the central portion of the town over approximately six to eight blocks.

The Center operates on funds provided by the federal government through two main departments, the state government and the tribe itself. The money from each of these sources is received as the result of grant applications, contracts, or local budget requests on a year to year basis. Each of the funding sources, and the money

they contribute, are supplied and must be accounted for according to different fiscal years.

To more clearly understand how this complexity is made even more complex, it is necessary to understand some of the background and intricacies of the reservation and the structure of the tribal administration.

Background

The reservation of Tribal Group A is located in the rural southwest, 15 miles southwest of the nearest population center and more than 75 miles from any center of service with a population of more than 10,000.

The reservation was established in 1916 as a direct result of the refusal of Group A to settle further to the southeast with another band. The federal government had established the reservation for Group B in an effort to acculturate the people by settling them on land suitable for agriculture and teaching them to farm. A third band, Group C, had already been settled in the northern portion of a neighboring state and this placement of Group A with Group B was considered to be the solution to the growing problems of confrontation between these tribal groups and infringing miners and ranchers.

Tribal Group B accepted the relocation from their historical home to an area located in plateau country with farms and ranches dotting the open vistas along a river.

Tribal Group A refused the site. Perhaps even more importantly, they refused the concept of being taught (or forced) to farm. Historically they were fierce warriors, known for marauding activities and a very loose social structure.

In 1868, they finally agreed to accept high desert land at the foot of a landmark mountain in the area as their new home. The Bureau of Indian Affairs office for Group A was located in a townsite on the dry land east of the mountain. The tribal name for the town roughly translated into "thanks." Not "Thank You" in the Anglo use of courtesy phrases, but as in the sarcastic acceptance of a worthless gift.

The federal government required a tribal signature on the treaties necessary to establish this new order and a representative was sent to Washington D.C. to sign for the tribe. More important than who he was, is who or what he was not.

The social structure of these bands did not include one chief who represented the people in all matters. Rather, there were chiefs of hunting parties, leaders of war parties, etc. However, the government in Washington D.C. was not willing to accept seven, five, or even two representatives. And so, although a representative was sent to sign the treaty in order to meet the requirements of the white man's government, this did not represent the traditional view of the people for whom he signed.

The lack of a cohesive governing structure is evident in the continuing struggle that the tribe faces as a chartered, self governing, sovereign nation today.

The last "traditional chief" died in 1972. Today his grandson is the elected chairman of the seven person council which is responsible for the administration of tribal affairs.

Wood (Pg. 6 - 1980) says:

> Like their land, ... are a sparse, unsettled people. Less than three fourths of their official numbers live on the reservation. . . . of the nearly 900 Indians who call the dusty, waterless mountain where they live home, most seem to spend their lives in vehicles - campers, trucks, always going somewhere . .

The facts are somewhat different: There are approximately 1,350 enrolled members of the tribe. Nearly 90 percent of them reside on the reservation in homes immediately adjacent to the town; although the reservation itself covers move than 500,000 acres.

Except for the landmark mountain, which has lush meadows, aspen groves and three moderate sized lakes, the land is high desert with little natural water and a limited supply of oil, gas and carbon dioxide. The greatest treasure lies on the mesa southeast of the town where ancient ruins and cliff dwellings cover the mesa tops.

The unemployment rate averages between 40 to 65 percent depending on the demand of the oil and gas. Most of the working tribal members are employed by the tribal government or by programs funded by the federal or state government. Employees of the tribal government include 70 percent Native Americans and about 30 percent non-Indians. Currently there are two tribal members who have four-year college degrees. The organizational structure includes 120 mid-level supervisory and clerical positions of which 40 are held by non-Indians.

Although nepotism is expressly prohibited in the Tribal Personnel Manual, it is openly practiced. Relations, friends and relatives of friends are frequently rewarded with positions within the bureaucracy for which they have little or no training. As a result, loyalty is more often to a person than to the mission of the agency, program, or office.

Non-Indian program directors and supervisors must at all times acquiesce to the wishes of the Tribal Council in matters of hiring, promotion, or termination. Training is often offered as a reward or fringe benefit rather than as the means to improve skills which are directly related to the job held.

Staff in the Finance Office includes a director who has a college degree and background in education (teaching high school bookkeeping), an accounts payable clerk, payroll clerk, three computer operators; all of whom are high school graduates with minimal training beyond on-the-job experience, a grants and contracts administration officer with no experience or training in that field, and one to three general clerical and secretarial staff. There are approximately 12 regular staff. The director and three others are non-Indian. All of the staff read, write and speak English, but with varying degrees of excellence. As a result, all written material, including that used as part of the practicum, were orally reviewed to avoid any confusion prompted by limited English fluency.

The director of the Center (the author) is responsible for the day to day operation of the early childhood programs, grant preparation and financial management, staff training and program development and evaluation.

The Center staff, 24 regular employees in all, are Native Americans with the exception of the director. Only the director holds a college degree.

There are 15 caregivers and two outreach workers, four of whom hold Child Development Associate (CDA) credentials and three who will receive their credentials in 1988. The Center support staff (coordinator, executive secretary and office clerk), includes one licensed practical nurse. The other members of the staff have gained their expertise and job skills primarily through on-the-job training or vocational classes.

Chapter 2

PROBLEM STATEMENT

Problem Definition

The Child Day Care Center did not receive accurate, timely, appropriate financial reports or other financial services from the Central Finance Office to meet the requirements of the agencies funding the Center or the needs of the Center's Director to perform daily budget and financial management activities (Appendix A and B).

The Finance Office staff had minimal knowledge of the operations of the Center (Appendix E).

Another problem of equal importance, but which had been measured more subjectively, was that there was rivalry rather than cooperation between the Finance Office staff and the Center staff, as well as between staff members within each office.

As a result, although an entire staff collectively possessed the necessary understanding, information, skills and experience to assist the Child Care Center by providing or directing the provision of specifically required reports (e.g.), no one person possessed enough information, skill, experience, or motivation to understand why any task, including their own, was important, immediate, or may demand unique presentation (Appendix C).

Evidence

Over a period of eight years, and increasingly during the past five years, as the Finance Office had moved to computerization, the

finance reports from the Center to the major funding agencies have been late and inaccurate as indicated in recommendations from audit reports (Appendix A).

The federal government had advised the Center repeatedly through written memoranda that measures must be taken to improve the situation or possible defunding may result. Audit recommendations over the past five years had identified similar problems on repeated occasions (Appendix A and B).

In order to make a minimum of this information available on a regular basis, the Center had to hire a staff bookkeeper to maintain office or cuff accounts in the formats required by the funding agencies.

The director of each office assumed responsibility for requesting and following up on requests made between the two offices.

This was not cost effective. It did not promote interaction between the two offices and it reduced the opportunity for Native American staff in each office to gain the maximum on-the-job training and experience in management, in finance, and in budget.

The author had discussed the problems (lack of appropriate support and lack of communication) with a number of administrators working on other reservations or at least in a tribal setting. The same problems cited for this project apparently existed to some degree throughout Indian country, and throughout Indian country there had not yet been a practical solution. When asked the questions pertaining to the adequacy of financial service, the majority responded that the service did not meet their needs (Appendix C).

Analysis

The Finance Office is a centrally operated function which provides service to all tribal programs, projects and enterprises. The Finance Office is responsible for the financial record keeping of all departments, issues all checks for materials, supplies and service (payroll) and generates the financial reports required by federal, state, local funding, or regulatory agencies.

There was not a current structure to provide orientation, regular training, or exchanges of information for or between employees of the various tribal departments. Monthly staff meetings were held for supervisory staff. The structural limitations and social barriers present on the reservation did not support a free and informal exchange of information or problem solving during these meetings.

The result was both a lack of information and a lack of understanding of goals, regulations, etc. This was particularly true with programs that had extremely divergent missions such as the Finance Office and programs delivering direct human service, e.g., the Child Care Center. One example of the misunderstandings generally felt by finance personnel was the questioning of why the Center closes one half day each week for training and staff meetings. Or, the Center staff questioning why the Finance Office did not pay bills on time.

During the past year, the tribal chairman directed the finance director and the head programmer to meet with the secretarial staff of all programs to explain the proper procedures for the issuance of

purchase orders and the completion of time sheets due to the apparent lack of understanding by program personnel of these procedures.

Neither the finance director nor the head programmer had the experience or skills to develop and/or deliver training. Training by members of the Finance Office staff was made less productive since many of them had only minimal training themselves. Many tasks were performed by rote and without any understanding of how any particular function related to or affected another function, or how the functions of the Finance Office affected the administrative or direct service activities of other tribal programs. They did not have the skill, and they did not have the motivation to develop the skills to provide some of the unique information or formats of information needed by other offices.

This was the situation with the service provided to the Child Care Center. Information was formatted the same for every program and on the same schedule whether it served the purposes and needs of the individual program or whether it did not.

The tribal members working in the Finance Office were reluctant to assist or support their non-Indian supervisors. In addition, due to the high degree of family or clan rivalries, one tribal employee was just as unwilling to assist or support another tribal employee from either the office they work in or another office.

A tribal employee who had been promoted through nepotism or favoritism rather than because of excellence or skill acquisition was hesitant to admit the need for assistance. Others were unwilling to offer it. Non-tribal members in the Finance Office who resented the

promotion of unqualified employees did not willingly share information or provide training support.

Although there was not a written commitment to improving this situation, there was general agreement that a problem existed.

Members of the Finance Office staff were asked if they felt they were able (as an office) to meet the needs of the various programs. They responded that they could not, although they usually added it was because of "too many demands" (Appendix C). The finance director had agreed verbally to the training for the finance staff as a demonstration project. The employees of both the Finance Office and the Child Care Center office were aware they would take part in this, and at the least, appeared willing to improve communication; written agreements of this kind were not considered appropriate.

Relation to Literature

The Financial Handbook, Managing Day Care Dollars (Morgan, 1982), provided very little practical attention to situations where the administration of a child care program did not have authority or supervision over the staff responsible for financial management.

Champagne and Hogan (1982), gave a better insight into the style and theory which could be integrated into making such supervision (or training) more effective. If the reality were such as to allow training of this type for supervisors in financial settings, the problem could be remedied if not totally alleviated. The section on Financial Management and Administration of the Non-Profit Organizational Handbook (Connors, 1980), pointed out the need for organized, accurate appropriate financial information. Also cited was the apparent lack of interest by many managers to work toward

securing this information and the inadequate manner in which many accounting professionals are trained to deliver it.

Champagne and Hogan (1982), provided supervisory concepts that could well facilitate training and continuing supervision of the staff involved, however; at that time, the educational level of the clerical employees on the reservation precluded the introduction of such an academic approach.

A study guide of the Science of Management (Arlow and McGinnis, 1982), could likewise have improved the skills of workers as well as supervisors. Again, this approach was impractical for all of the reasons previously discussed and because of the impracticality of re-training an entire workforce without interrupting the flow of work.

Removing some of the barriers to open communication between the two staff groups (Child Care Information Exchange Reprint #102) would be as valuable between groups as within a group to promote positive productivity. Exchanging sources of information and frustration was recognized as a means to improve communication.

Reducing the anxiety that exists between and within employee groups (Zale & Nik, 1963) can, by raising the individuals self esteem, also raise their job performance.

A perceived (or documented) lack of appropriate service can be viewed as a conflict, and to resolve the conflict most effectively, the problem must be jointly perceived and the solution mutually acceptable (Wallace 1971 and 1974).

Accurate financial management (including budgeting, generating appropriate, timely reports, etc.) was considered by all

administrative professionals a necessity for proper program administration. The guidelines published by the federal government for non profit organizations, as well as those promulgated specifically for hospitals, universities, welfare agencies, etc. (Connors 1980, Racek, Leduc) attested to the need (administratively) and the requirements (legally).

The historical background of the situation chosen for this proposal and the available personal knowledge of the situation by the author, as well as generally accepted methods of conflict resolution, training and principles of 'personal' management indicated the how should be informal, non-threatening and relevant (ACKCO, 1979).

Chapter 3

OUTCOME STATEMENT

Goals and Objectives

The following were the expectations for this practicum:

The practicum effort will be focused on: 1) improving service from the Finance Office to the Child Care Center, 2) increasing the knowledge of the Finance Office staff about the operation and administrative needs of the Center and the knowledge of the Center office staff about the general operation of the Finance Office, and 3) improving the attitude of the clerical and support staff of each program/office about the staff of the other program/office.

Evaluation

The improvement of service will be measured by 1) a reduction in discrepancies on monthly computer reports from an average of ten (currently) to five by the end of 12 weeks, 2) timely submission of financial reports to funding agency for two reporting periods following the training (see Appendix A and B), and (on a long term basis) the lack of an audit recommendation regarding financial reports to the program director (Appendix A).

Increased knowledge of the Finance Office staff about the Center (functions, operation, and need) will be measured by an improvement on the post-training questionnaire of five correct answers by one-half of those who had ten or less correct answers. Anyone who attends the training and did not take the pretest will achieve 15 or more correct answers.

An improvement in attitude by each staff group about the other and increased knowledge by the Center staff about the Finance Office will be indicated by a majority of positive responses to questions asked during post-training interviews (Appendix C).

An additional measure of improved attitude will be that at least eight of the ten members of the finance staff who attend the first training will receive a training certificate for attending at least six of the eight planned sessions.

Chapter 4

INFORMATION STRATEGIES

Information Collection

Several references cited by the author indicated a growing awareness of the need for interdepartmental or cross training. The Master's in Child Care Administration program from Nova University was in itself an example of the trend to equip administrators of human service programs with administrative skill, financial acumen, and knowledge of the philosophy and practice of the service. Child Development and Early Childhood, Tracy Connors (1980), was aware that most finance professionals are not motivated to tailor financial management and service to the non-profit sector which covers many examples of human service including child care. There appeared, however, to be a gap between recognized need and practical implementation. This gap was further widened in the practical application of any training delivered to Indian country. There was training prepared by Native Americans, specifically related to tribal administrations, and specifically tailored for Native American employees. Even delivered in the most comfortable surroundings at great cost, it was usually generic in its application to a specific program and did not allow for the realities of local tribal management practices or problems.

The Administration for Children, Youth and Families provided training for finance offices handling Head Start programs. This training dealt with federal regulations and requirements only. It

was offered infrequently and did not take into consideration the unique administrative atmosphere in a tribal setting.

The National Indian Head Start Directors Association conducted a training conference each year. Even within the confines of this conference, which was for, by and about Indian programs (content and administration), there had not been a successful workshop dealing with these problems in management and the effects of them on human service agencies.

Over a period of eight years, the author had met with, or provided technical assistance to peer administrators, in at least a dozen programs. As a trainer, and in this project, the author supported Elizabeth Jones (1985-86, IX-X): "Cognitive learning requires attention to affective learning. Anxiety must be recognized, trust built, and interpersonal skills and self esteem fostered." A general orientation with on-going in-service programs for all employees could over a period of years minimize, if not totally eradicate, at least the skill, experience and training issues, and might also improve communication through regular interaction. Unfortunately, time, money, high turnover among employees and lack of local training expertise made such an approach impractical.

Linkages, a publication for Indian Child Welfare Programs in the Resource Directory of April 1988, under Administration/Staff Training, does not offer any example of interdepartment training to support administrative services for human service programs (e.g., this practicum), however, continued awareness of the need is

exemplified through "Work Environment" surveys such as published by the National College of Education.

The Child Care Readers Exchange (of May, 1988) lists in the Table of Contents "Ideas for Directors"; relevant ideas from business, research, and the social sciences. Not one of these gives an indication of how to get the necessary reports (information) from a central office over which the director has no control.

In Keith Stephens article, business planning is given primary attention, but no indication is given, of how to do that planning if you are not getting appropriate financial information, or indeed, how to be sure you are getting that fundamental financial information.

Even publications from the U.S. Department of Health and Human Services seemingly ignore the fact that is most non-profit child care settings, the program director has little, if any, supervisory control over the person(s) who provide some of the most critical administrative support - central finance offices.

The very apparent lack of advice and/or direction relevant to this problem is support for the need to implement a solution that utilizes informality, self-motivation and trust.

Solution Strategy

The problem of how to improve services from the Finance Office to the Center now became complicated by the consideration of how to approach the problem so that the staff community would allow the improvement to take place.

The use of an informal approach to in-service training by an acceptable member of the employment community appeared to be the best answer for the complexity of issues and people.

The initial administration of a questionnaire to provide a baseline of current knowledge and informal interviews with members of both staff group indicated appropriate areas for in-service training.

A minimum of eight one-half training sessions were conducted by the Center director for the finance staff (Appendix G)

The finance staff was invited to provide at least two training sessions to Center staff. Both staff groups were invited to suggest additional topics for discussion.

Positive feedback was provided at all points to reinforce attendance at, attention to, and participation in the effort.

Planned Implementation: See Table 1

Actual Implement Chapter 4A

TABLE 1

IMPLEMENTATION

Task	Person Responsible and/or Source of Information	Initiation	Evaluation or Proof of Completion
1. Training: Overview	Center Director - U.S. Orientation training, film, Center information pamphlets distributed	Week 1	Record of attendance at training
2. Training: outline of specific program and funding sources	Center Director - Organizational chart, federal grant application, state contract, HHDS funding and audit guides	Week 1	Responses to five question mini-test
3. Training: grant and/or contract requirements	Center Director, Center Bookkeeping Clerk, Finance Director. Example: Financial reporting forms, internal financial reports, list of required reports	Week 2	Record of attendance at training
4. Meet with Finance Director and at least one Finance office staff for feedback, adjust as needed	Center Director, Finance Director plus one staff	Beginning of Week 4	Record of discussion, adjust to schedule as needed
5. Training Session #4. Relationship of services with financial management cost analysis	Center Director, one coordinator from Center. Select one component and relate the service performed to budget as submitted to federal government. Cost analysis tool: program information report	End of Week 4	Record of attendance. Record of any questions asked (number and substance)

Task	Person Responsible and/or Source of Information	Initiation	Evaluation or proof of Completion
6. Review participation by Finance staff and format of delivery. Review attendance and possible indications by presence or absence	Center Director, Finance officer	Beginning of Week 5	Notes of discussion with at least two participants
7. Presentation by member of Finance staff to Center staff meeting	Volunteer of finance staff. Presentation of overview of finance office functions	End of Week 5	Center staff minutes
8. Training Session #5, review current grants and contract	Center Director, Office Bookkeeping Clerk. Comparison chart if federal chart of accounts compared to tribal. Reveiw philosophy (theory) of cost analysis as defined by HHDS	Beginning of Week 6	Attendance record
9. Training Session #6, unique financial requirements and reporting needs	Center Director, member of office staff; Distribute copies of attendance, USDA, federal and state programmatic reports	End of Week 6	Attendance record
10. Training Session #7, video of Center in action	Center Director, Educational Coordinator	Beginning of Week 7	Notes of discussion and/or questions and attendance record
11. Review with Finance Director progress noted, if any regarding attitude, skill acquisition, adjust final session if necessary	Center Director, Finance Director and one member of Finance staff	Mid Week 7	Notes of meeting, adjustment to final session if any

Task	Person Responsible and/or Source of Information	Initiation	Evaluation or Proof of Completion
12. Presentation to Center by Finance Office on "paper trail" of purchases	Finance staff person present "flow chart" of progress of purchase documents	End of Week 7	Minutes of Center staff meeting
13. Final in-service review, questions, post-training questionnaire	Center Director	Beginning of Week 8	Completed questionnaires
14. Review and tally responses to questionnaire and compare to pre-test	Center Director	End of Week 8	Tally of responses
15. Report results of post-training questionnaire to Finance staff. Distribute training certificates to all who attend six or more sessions	Center Director	Beginning of Week 9	Number of participants receiving certificates, comparison of responses and indications if training achieved objective
16. Conduct post-training interviews with questions similar to pre-training	Center Director	End of Week 9	Compare responses and note any indication of attitude changes
17. Monitor submission dates of financial reports	Center Director, Center Bookkeeping Clerk	Week 6 - 12	Indicate timeliness of reports

Task	Person Responsible and/or Source of Information	Initiation	Evaluation or Proof of Completion
18. Count inaccuracies on computer generated reports issued after training	Center Director, Center Bookkeeping Clerk	Weeks 9 - 13	Indicate increase, decrease of errors
19. Meet with Finance staff to discuss comparison indicators and further inter-departmental training if desired	Center Director, Finance staff	Weeks 13 - on going	Minutes of meetings and suggestions for further training, etc.

IMPLEMENTATION RESULTS

The following reflects the actual implementation of the project as it was originally proposed, indicating progress, changes, problems, etc.

REF.#

1. The initial training session was planned three weeks in advance with the finance director. At the appointed time, the finance director had not recalled the appointment.

   Those staff who were "available," (eight persons) attended. The material outlined was presented and questions from attendees extended the presentation to over one hour.

2 & 3 All staff who attended the initial training planned on their own (without guidance from finance director) for the next two sessions. Times and day were selected to convenience finance staff.

   Response to material was extensive. Open questions were asked, feedback from attendees was positive. However, by the end of the third presentation, a major personnel (personal) problem had disrupted the finance office. This distracted attendees from material presented and, in fact, prompted additional, separate discussions of "management" and "leadership styles."

   The finance director did not attend **any** training sessions.

He did, however, meet with the center director on a regular basis and was kept informed of the training.

6. The pattern of attendance was significant. All of the finance staff located in a particular section of the office and those responsible for the most sensitive financial activities attended all of the training. No one who had a desk or office located in the front of the facility, or who had little or no actual authority, attended any of the training.

   The grants and contracts officer and the two payroll officers (desks in the middle of office) did not attend any of the training. These two individuals were also involved in a major personnel issue within the office.

9. By the end of the 7th training session, the finance office (and many other offices) moved into a new administrative office complex. This move redesigned the internal proximity of certain workers, and also put the office in closer proximity to the purchasing office which had previously been in a separate building.

   The purchasing agent was included in post training discussions and wrap up, and became one of the two cross trainers for the Center staff. Two presentations were made by the finance/purchasing offices to the Center staff.

19. All training sessions were longer than the planned 30 minutes, sometimes running over one hour.

    Plans for training had to be reviewed and revised each time with members of the actual training group. Time had to be flexible and allow for discussion on non-training issues.

The use of the post test was redundant. Staff who attended the training made verbal comments when material was covered which related to a "wrong" answer.

Although the pre-implementation agenda was necessary, the most useful portion of it was the time(s) allotted to change, review and discussion.

The use of an empirical method to both bring about and evaluate the desired change is essential to an administrative atmosphere that does not follow its own rules.

Chapter 5

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The desired objectives for this project were:

1. To improve service from the Central Finance Office to the Child Care Center.
2. To increase knowledge of the Finance Office about the operation and administrative needs of the Center and the knowledge of the Center office staff about the general operation of the Finance Office and;
3. To improve the general attitude of each program, office, and staff about the other program, office, and staff.

Objective #1

At the conclusion of ten weeks of both training and informal meetings, those services performed by line staff were measurably improved. The data processing supervisor reformatted the Center report to Center specifications. The computer reports for September and October had less than ten errors. Those services performed directly by the Finance Officer, including reports to funding agencies, were not improved. Financial reports for August, September and October were not completed until November.

Problems inherent with the organization of the Finance Office, delegation of duties, supervision, and interpersonal problems were

highlighted by this effort, but not overcome. A complete reorganization of that office would be necessary in order to diminish or erase those problems. However, the line personnel of the Finance Office are now more aware and understanding of what would be "appropriate" service.

Certain functions of the Finance Office have been redefined as they relate to all programs. These changes followed chronologically as those functions were discussed in the projects training sessions.

Objective #2

The post test reflected what was already evidenced during the training. The most frequent correct answers dealt with the scope of the Center's mission and attitudes on how (well) it was done. As these topics were covered in the training, personnel would comment on how their "knowledge" had been incorrect and was now correct. The post test supported this as all six persons who attended all eight sessions averaged less than five errors. The one person who attended only seven had only three errors.

The training sessions conducted by the data processing supervisor and the purchasing officer for Center office staff resulted in appropriate questions and an increased effort by Center office staff to complete purchase orders correctly (evidenced by questions as to format while preparing documents) and requesting service from finance with sufficient lead time to indicate an understanding of the volume of financial papers in that office.

The changes of function in the Finance Office (new procedures and forms) have also been incorporated by Center office staff with a minimum of negative reaction. The Center staff have expressed the feeling that these are things "we have always done, but's it's good that everyone has to do it the same way now," or "that should make it better."

Objective #3

The Finance Office personnel who attended the training made personal efforts to overcome inter-office issues while at the training.

One person who was under "threat of job termination" attended every session including one on the day she was dismissed. When I asked her if she would rather attend to other matters that day, she replied no, that she was "learning something that was good to know."

Even the staff who did not attend the training talked about it to me and to others in the office. Although it was unnecessary, they offered plausible excuses each time. Two of those people made visits to the Center during that time just to "stop in."

The Center bookkeeper and administrative assistant both made direct contacts with the Finance Office on issues that previously would have been given to the director.

Conclusions

Overall, the author feels the project was a success, although not entirely in the ways and for the reasons anticipated. Positive change did occur that in turn has had a positive impact on people and programs.

Patricia Scallan, "Child Care Information Exchange," October 1988, Pages 7-11, in discussing training for teachers says "Effective learning results from the match of appropriate staff development activities to the personal learning styles and needs of (teachers)."

This project was based not only on the objective, documented problem(s) to be solved, but on the most effective way to solve them. Often, an informal, open-ended approach is not only appropriate, it is essential.

The problem(s) stated for this project is not singular to tribal communities or to human service organizations. Yet, there is little being done to examine, produce, (or evaluate) how the problem(s) should be approached or solved.

Although the interaction, inter-dependence, and at times, the inter-conflict of various programs within a larger bureaucracy are topics of "inter-agency agreements, contracts, efforts, etc.," those very creative and meaningful advances toward cooperative service can be completely undermined if each program/agency does not have a strong administrative support network.

Further, a program/agency is far more likely to enter into a cooperative system if it understands and can trust the position (mission) of another program/agency.

The Finance Office has in fact improved the support service to the Center, and to other programs as well. The public (community) image of the Center has been improved because of the effort to "help" as well as through specific knowledge about the Center.

The problems cannot be eliminated without either better participation by the finance director or a restructuring of the

office. Not being able to eliminate the problem has become an insurmountable barrier, a source of alliance from line personnel, and, in fact, an additional reason for their improved service.

Recommendations

General:

1. Recognizes the interdependence of programs within a major organization.
2. Select as goals things that in fact can be achieved.
3. Consider the most successful approach which may not necessarily be the most direct approach.

Specific Recommendations for Furthering this Effort Locally:

1. Include three additional in-service sessions for Center staff by Finance Office, January, March, June, 1989.
2. Develop and conduct inter-departmental training within the division of education and training, January, 1989 (approved by division director, November, 1988)
3. Prepare and present inter-departmental training plans to office of Joint Training and Partnership Act for potential long term replication within tribal administration.

Follow-on

The use of a similar format for cross-training among other programs on the reservation is now under discussion.

The strategy (and to a limited degree the material) of this project will be submitted for presentation at the 1989 Indian Child and Family Conference. The complete practicum will be made available to the author's graduate program, information resource service, and

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Appendices

A FINDINGS AND RECOMMENDATIONS . . . . . .

B CORRESPONDENCE FROM FEDERAL FUNDING AGENCY . . . . .

C QUESTIONS (AND RESPONSES) FROM INFORMAL INTERVIEWS .

D STAFF MEET AGENDA (TWO EXAMPLES) . . . . . .

E PRE-POST TRAINING QUESTIONNAIRE AND RESPONSES FROM PRE-TRAINING ADMINISTRATION . . . . . .

F CENTER STAFF MEETING AGENDA (ONE EXAMPLE) . . . . .

G TRAINING PLAN . . . . . .

H MEMO TO FINANCE STAFF, RE: TRAINING . . . . . .

I PERSONNEL BREAKDOWN AND VENDOR LIST AND SUPPLIES . .

J EXAMPLE OF PROJECT PROGRESS NOTES . . . . . .

APPENDIX A

FINDINGS AND RECOMMENDATIONS

HEAD START PROGRAMS

CURRENT YEAR FINDINGS AND RECOMMENDATIONS -
COMPLIANCE AND INTERNAL CONTROL

Finding No. 1, Cash Management:

The commingling of cash without adequate accounting systems in place to ensure timely and accurate recording of cash transactions makes it impossible to accurately ascertain cash positions at any one point in time (see also Finding No. 3 and compliance Finding No. 1). The inability of the accounting department to provide the program administrator with timely and accurate budget to actual information makes it difficult for the program accountant to reconcile reported expenditures to "cuff" (redundant program accounting records) accounts, and prevents the administrator from determining if program funds are being expended on a timely basis. Although the program administrator encumbers the budget through departmental purchase requisitions, some tribal charges for allowable costs may be recorded in the fund making the program administrator's budgetary control less effective.

Recommendation No. 1:

It should be noted that the Tribe has made great strides in the last two years at improving its accounting systems and cash management procedures; however, it is imperative that they continue to improve the timeliness and accuracy of the reporting of program expenditures. Procedures which include a reconciliation of program revenues and expenditures as reported on the Tribal general ledger with those which have been recorded in the program administrator's subsidiary accounting records should be adopted on a permanent basis. Any expenditures charged to the Head Start Fund, which did not originate with a departmental purchase requisition approved by the program administrator, should have an information copy provided to the program administrator.

Finding No. 2, Federal Financial Reporting:

Substantial weaknesses exist in the system for Federal financial reporting. Reports were frequently filed late, with some being as much as 120 days late. The amounts reported do not tie to either the accounting records or to workingpapers reconciling to the accounting records. There is no procedure to allow the program administrator to provide input or feedback to the accounting department with respect to the reporting process. The amounts reported on the Financial Status Report are net of non-federal expenditures.

Recommendation No. 2:

Federal financial reporting should be timely, complete and accurate. Given the existing weaknesses, but improving condition, of tribal accounting, there should be a process for receiving feedback from the program administrator with respect to expenditures reported. All expenditures reported should tie directly to the accounting records or, if adjustments are required, to working-papers which are properly filed for future reference and which themselves tie to the accounting records. All amounts spent on the programs should be reported, including in-kind expenditures, and any non-Federal costs should then be properly reversed out on the face of the report.

Finding No. 3, Account reconciliations:

Over the past two years and during the course of the conversion from a manual accounting system to an automated one, substantial improvement has been made in account reconciliations and general controls; but, substantial improvement is still needed. Account reconciliations are being performed; but, they are still not complete and up-to-date. This is particularly true in the area of cash and interfund accounts, which are critical to all funds.

Recommendation No. 3:

It is imperative that all significant accounts be reconciled completely on a timely basis, particularly those accounts which affect more than one fund.

HEAD START PROGRAMS

PRIOR YEAR FINDINGS AND RECOMMENDATIONS - COMPLIANCE AND INTERNAL CONTROL

Finding No. A) Accounting records:

It was found that although separate general ledgers were prepared for each grant, cash receipts and disbursements were commingled in a single journal.

Status No. A:

Tribal accounting has been completely redone and, although this problem continued to exist during fiscal years 1986 and 1985, the new automated accounting system allows cash receipts and disbursements to be accumulated separately for each grant.

Finding No. B) Travel:

Documentation of travel expenses was incomplete or missing.

Status No. B:

In an effort to alleviate this problem, duplicate documentation of travel expenditures is maintained by the program administrator. In addition, documentation in the Tribal accounting offices has improved significantly, although there were still instances in which it was necessary to rely on the duplicate documentation maintained by the program administrator. Although apparently complete, the duplicate documentation maintained by the administrator was poorly filed, thereby making access difficult.

Finding No. C) Non-Federal In-Kind:

It was determined that non-Federal in-kind contributions were not being recorded during the year.

Status No. C:

Under the new accounting system, tribal in-kind expenditures are recorded currently in a separate department within the General fund; however, they are still not being recorded in the Head Start program during the year.

Finding No. D:

Equipment should be inventoried and marked with an identifying number.

Status No. D:

Control over equipment is within requirements.

Finding No. E:

Grantee's financial reports are not always filed on time and do not always agree with the accounting records.

Status No. E:

There has been no improvement. See the current findings and recommendations.

FINDINGS AND RECOMMENDATIONS - FINANCIAL

A) Findings - Accounting Records

The grantee maintains a separate general ledger for each individual grant, but the receipts and disbursements are recorded in a combined journal containing several different grants. Recording all of these transactions into one journal complicates the records, making tracing and vouching of transactions extremely difficult and tedious.

Recommendations

Recording receipts and disbursements into the same journal should be limited to Head Start and Day Care grants.

C) Findings - Non-Federal In-Kind

Non-Federal in-kind contributions are not recorded during the year.

Recommendations

Non-Federal in-kind contributions should be recorded on a monthly basis.

D) Findings - Equipment

records of equipment inventory, but the equipment

FINDINGS AND RECOMMENDATIONS - FINANCIAL

E) **Findings** - Financial Reports

Grantee's financial reports are not always filed on time and do not always agree with the accounting records.

Recommendations

Quarterly reports should reconcile with the books and be timely filed.

PRIOR AUDIT REPORTS

Comments

The grantee's audit for the year ended August 31, 1983, was not completed until September 17, 1984. Audit findings and recommendations for both current and previous years audits are similar and sometimes identical because the audit for August 31, 1983, was not completed until after the year end date of the current audit.

Because of the time lapse, the grantee was not able to address and correct 1983 findings during the current year 1984.

FINDINGS AND RECOMMENDATIONS - FINANCIAL

E) **Findings** - Equipment

The grantee has property records of equipment inventory, but the equipment is not labelled.

Recommendations

A new inventory should be taken of equipment, and the equipment should be marked with an identifying number.

F) **Findings** - Financial Reports

Grantee's financial reports are not always filed on time and do not always agree with the accounting records.

Recommendations

Quarterly reports should reconcile with the books and be timely filed.

FINDINGS AND RECOMMENDATIONS - FINANCIAL

A) **Findings - Accounting Records**

The grantee maintains a separate general ledger for each individual grant, but the receipts and disbursements are recorded in a combined journal containing several different grants. Recording all of these transactions into one journal complicates the records, making tracing and vouching of transactions extremely difficult and tedious.

Recommendations

Recording receipts and disbursements into the same journal should be limited to Head Start and Day Care grants.

B) **Findings - Recording Transactions**

The grantee had not recorded all bank deposits into the journal for the current year and had not reconciled the bank account to the general ledger. The grantee was also unaware that excess Federal funds in the amount of $24,679 had been received.

Recommendations

Monthly monitoring and review of all financial reports for receipts, expenditures, and budgets is needed to insure good financial management.

C) **Findings - Travel**

Travel expenditures in some instances did not have mileage documented by odometer readings. Better documentation of travel expenses in general is needed. Travel expenses in the amount of $944 were paid for the following program year.

Recommendations

Travel advances should not be directly expensed but should be charged to a travel advance account and reconciled by the employee upon returning from the trip. Travel expense forms should be given to each employee for each trip. The employee should be required to submit the form completed with information and documentation upon returning.

D) **Findings - Non-Federal In-Kind**

Non-Federal in-kind contributions are not recorded during the year.

Recommendations

Non-Federal in-kind contributions should be recorded on a monthly basis.

PRIOR AUDIT REPORTS

Comments

The financial statements of the grantee for the year ended August 31, 1982, were examined by other auditor's whose report dated January 14, 1983, expressed an unqualified opinion on those statements.

An adjustment was made to the beginning fund balance for the current year in the amount of $1,500 for a grant received in fiscal year 1982 and also other expenses of $540 not claimed for a net increase of $960.

Office of

Administration for

APPENDIX B

CORRESPONDENCE FROM FEDERAL FUNDING AGENCY

10 MAY [illegible]

According to our records we have not received your Quarterly Program Progress Report. This report should include your enrollment and attendance information as well.

If you have submitted this report previously, please send us a xeroxed copy. If you have not submitted it, please do so.

As soon as we receive the report, we will be able to monitor your program progress and analyze the enrollment and attendance in American Indian Head Start programs.

Please note that Section 1303.30 of the Head Start regulations states that a grantee's funding can be withheld for failure to comply with applicable laws, regulations and instructions. We can only take into consideration the information on hand when determining continuation funding levels, or one time requests for program improvement, etc.

Thank you for your cooperation in this matter.

Sincerely,

cc: Head Start Director
Grants Management

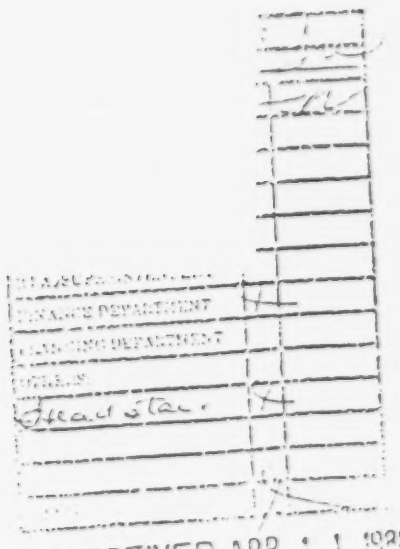
PSAPR 88

We appreciate the courtesy extended to during his visit to your program February 8, 1988. The purpose of his visit was to ascertain whether the fiscal accounting system has improved. We have received the audit reports for 1985 and 1986 years and find there is a carry-over balance of $33,267. We have extended the 1987 year's audit due date to June 15, 1988. A letter to the grants officer assigned to your program is necessary with copies to me and

The decision on your one-time request for funds received last December will be made this summer.

informs me that the first quarterly report has been recieved. Again, thank you for your continued support for Head Start.

Sincerely,



RECEIVED APR 11 1988

ERVICES

Like

Dear Grantee:

A review of your Federal Cash Transactions Report (Standard Form 272) for the quarter ended 12/28/87, indicates that there is cash on hand, at the end of the period, in the amount of $17,101.00. This figure appears to be in excess of your immediate needs.

The United States Treasury Department considers any balances in excess of immediate disbursement needs as excess Federal funds. Excess Federal funds must be promptly refunded to the Federal program agency. To satisfy this requirement, we are taking the following action:

_____ Withholding future advance payments until further notice.

__✓__ Reducing your Apr. 1, 1987 advance by $17,101 a, the amount of the exdess cash (see the attached).

_____ Other: _____

You are urged to take immediate action to assure that the cash you request reflects your immediate disbursement needs. Continuing existence of excess cash will result in a change in the method by which your grant is paid.

If you have any questions on this matter, please call me or on

Sincerely yours,

s

cc: OHDS Grants Management Office

This is to inform you that we have not yet received the audit report for the above-referenced Administration for Children, Youth & Families, Project Head Start grant and year.

Part III, Chapter 3, Subpart A, of the OHDS Grants Administration Manual requires that an annual audit of each grant funded by DHHS, Office of Human Development Services, Administration for Children, Youth & Families, Project Head Start, be forwarded to this office within 120 days after the end of the program Budget Period. In addition, it is a requirement that the audit, and its subsequent distribution, be in conformance with the Administration for Children, Youth & Families, Project Head Start Audit Guide.

Within 14 days from the date of this letter, two (2) copies of the completed audit are to be forwarded directly to this office. Seven (7) copies are to be forwarded to the appropriate DHHS Regional Audit Director. (Refer to Chapter 3.6 of the above-mentioned Administration for Children, Youth & Families, Project Head Start Audit Guide).

If for some reason an extension of time is needed, or if special circumstances prevent the submission of the audit, we must be immediately notified.

Prompt compliance with this request will avoid possible cut-off in the advance of any additional Federal funds or a possibly delay in any future funding actions.

Sincerely,

DEPARTMENT OF HEALTH & HUMAN SERVICES

We have received your final Financial Status Report (SF-269) for the Budget Period ending August 31, 1982. The report indicated that you have an unobligated balance (carryover balance) in the amount of $3,310.

We are applying this unobligated balance to your current grant award. As a result, we are adjusting your current grant award to reflect a decrease in the FY 1983 new obligational authority. The net effect of this adjustment will not impact on your Total Federal Approved Budget.

If a request has been submitted to apply the unobligated balance to your current grant award, it will be acted upon at a later date.

Sincerely,

on

Attachment

Financial Management

There are several fiscal problems which have been ongoing for the past few years. Several quarterly financial reports are delinquent as well as the audit for th 1985 budget year. The 1986 audit is due in the Department of HHS by January 31, 1987. If these outstanding reports and audits are not completed and submitted; and if future reports are not completed and submitted as required, your funding for the next budget period beginning September 1, 1987 could be withheld or your grant suspended.

August 31, 1988

Lorna Greene
Cortez, Colorado

Dear Lorna:

Regarding our conversation yesterday about the increase in deferred revenue of a program, it is my opinion that the lack of accurate and timely financial reports could cause problems in properly expending the funds of that program.

Sincerely,

nt

APPENDIX C

QUESTIONS (AND RESPONSES) FROM INFORMAL INTERVIEWS

Informal questions for staff of Center office and Finance Office to determine attitudes towards performance (self and others) and attitudes towards expectations of self by others.

The questions were asked over a period of four to six months, in informal settings and without indication that it was part of a survey.

Question: Do you think the Finance Office provides adequate service to your program? (question asked of six program directors on the reservation)

Answer: All six responded "No," but added information that indicated various degrees of dissatisfaction and reasons for it.

Question: Do you think the Finance Office understands why you need the information you ask them to provide? (asked of the same six directors)

Answer: All six responded "No," but did not indicate that such lack of information or understanding was intentional on the part of the staff in question.

Questions asked of six directors of similar programs in similar tribal settings:

Question: Does your program receive service from a central Finance Office?

Answer: All six said "yes"

Question: Does this service meet your needs?

Answer: Four said "No" One said "maybe" One said "yes"

Question: If not, does the Finance Office Understand why it does not?

Answer: Of the four who said "No" (to above) they all stated the Finance Office did not care or didn't understand.

Question asked of six Finance staff, three non-Indians, three Indians.

Question: Do you think that you are aware of why the programs are always asking for additional information and complain that they can't understand the information from the computer?

Answer: All responded they didn't know why because nobody ever explained it; they were just angry when they didn't get it. They also indicated they felt the information was OK; people just didn't both to read or use it.

APPENDIX D

STAFF MEET AGENDA

TO: All Directors

FROM: [redacted], Appointed Chairman

DATE: Monday, June 13, 1988

SUBJECT: Notice of Directors Meeting

This memo is to inform your office that our monthly Director's meeting has been schedule for Monday June 13, 1988 at 9 a.m. in the Recreation Lobby.

Contact [redacted] by 12:00 noon on June 10, 1988 for placement on the Agenda.

Enjoy the activities planned for the month of June:

[redacted] Bear Dance: June 3-6, 1988

The Bear Dance Pow-Wow June 4, 1988

Bingo Wampum Weekend: June 10-12, 1988

[redacted] Stampede Radeo: June 10,11,12, 1988

Mud Bog: June 11, 1988

For further information contact us at 565-3751 Ext. 293 or 294.

USDA Food

MINUTES OF THE
DIRECTORS' MEETING
August 8, 1988

The regular monthly Program Director's meeting was called to order at 9:00 a.m. August 8, 1988, by the appointed Chairperson, [redacted] The meeting was held in the Recreation Center.

THOSE PRESENT AT THE MEETING WERE THE FOLLOWING:

Tribal Chairman
Tribal Energy Administration
Personnel
Social Services
Project Home Base
Public Health Nurse
WIC/Senior Citizens
Mental Health
Farm & Ranch Enterprise
HS/FRC/DC
Employment & Training
T.E.R.O.
Library
Tribal Parks
Finance
E.A.P.
Adult Education
Housing Authority
CHR
Janitorial Services
Public Works
Planning
Alcoholism
Tribal Council
Brunot Wildlife
Recreation
Chairman's Office
White Mesa

THE FOLLOWING ARE THE DIRECTORS' WHO WERE ABSENT:

[redacted], Tribal Police; [redacted], JOM Education; [redacted], ECHO; [redacted] Fire Department; [redacted], Food Distribution; [redacted], Social Services; [redacted], Purchasing; [redacted], Vocational Rehabilitation and [redacted], Health Education Technician.

OPENING REMARKS: Chairman [redacted]

BUDGET PREPARATIONS/HEARINGS:

The directors were informed about getting their budgets prepared for the next fiscal year. Budgets need to be decreased from 4.7 million to 2.4 million. Tribal budget hearings will be scheduled over the next week.

Grants & Contracts and the Housing Authority will not be effecteed by any changes.

PAYROLL ADVANCES:

Effective this day there will be no payroll advances due to the decrease of the Tribes general operating account. If tribal members need assistance, they should apply for loans with the Small Loans program or the Banks in town.

Comments made by Chairman [redacted] on the 8 to 2 ratio are pretty accurate on payroll advances. There are substantial payroll amounts that are delinquent. The Tribe never gets their proportionate share. Members are not budgeting within their standard of living and thus have extended themselves. This will include in some instances Tribal programs as well.

The Tribal Council discussed, distribution of monies for school students. A Committee will be established to determine eligibility. The distribution of school monies is tentative pending availability of funds and Council approval for distribution.

HOUSING AUTHORITY:

The collections for the [redacted] Housing has been down, due to non payments of tenants. The need to reduce the tenant accounts receivables is very important for determining the Housing Authorities eligibility of future projects. Tribal employees can be made to get on wage assignments, should the need arise.

BUTANE:

Butane bills has been distributed for payments. But, have had very few collects. Chairman [redacted], is going to distribute names to the directors for follow-up with their staff.

PERSONNEL PROBLEMS:

Chairman [redacted] asked if there were any personnel problems. If you are having personnel problems, please contact, the Chairman and make him aware of it.

PREPARATION OF BUDGETS:

[redacted] asked if Tribal programs were going to get guidance in preparation for the budget hearings. [redacted]s response was that [redacted] and himself would assist in giving directions to director's for preparation of budgets.

[redacted] reported on the past Council Meetings.

ANNOUNCEMENTS:

[redacted] announcement on recreational activities were a trip to the Grand Canyon. The [redacted] were coming to [redacted] to speak on drug abuse. If anyone was interested in attending, contact [redacted] and [redacted]

[redacted] announced that the Apprenticeship Training Program, has been approved. There will be a seminar on August 26, 1988, regarding business plans by the [redacted] program. This will be to promote training in small business. She also indicated that a resolution was passed in regards to hiring procedures.

[redacted] informed the director's that he was waiting to set a date for training on the First Responders courses. The [redacted] Vo-Tech will be sponsoring the trainings, plus training materials. The courses are 40 hours, 83 people, have already signed up at the present time. The course holds 20 people. These people will be pricritized.

Chairman [redacted] announced that he will give basic instructions on re-applying for a state dirver's license.

Brunot Wildlife - [redacted] announced the special hunting season. He also asked that, those people participating should comply with the State regulations in accordance to the agreement.

APPENDIX E

PRE-POST TRAINING QUESTIONNAIRE AND RESPONSES FROM PRE-TRAINING ADMINISTRATION

The questionnaire was distributed to 12 persons, ten persons completed and returned it.

Of the ten responders, eight had ten or more answers incorrect.

The incorrect answers included both programming and financial/budgetary questions.

APPENDIX F

STAFF MEETING

MARCH 18, 1988

Spring Break

Cleaning-up

Pay for Vacation

Update of grant/contract

Communication regarding children on bus - in day care, etc.

Video tape - use of . . .

Watch yourself; who do you hear? what do you hear?

New time sheet info.

Planing flowers in Center

Field Trip

Purchases before June 1

Graduation plans

APPENDIX G

Distr: Randy, Lori, Joe, Mgt. Bart, Thesa

Post Training Questions/answers/Comments:

Based on 7 persons - 6 of whom attended all 8 training sessions.

The consensus of the group was "Why doesn't every program do this?"

On at least 4 occasions, members of the training group turned the discussion to management and supervision. The most frequently raised issues were:

1. How do you (the center director) train your staff?

2. What financial information about your program do you share with your staff?

3. How is the Center staff evaluated?

4. What do you do (as a director) if your staff doesn't carry out their assignments?

Other comments regarding the training:

"I wish other directors did this; I don't even know why program X gets so much money or what they do with it."

"I didn't know you did so many things over there."

"You have so many children, no wonder so many people work there."

"If Mr. X doesn't get that done, you could lose your money!"

TRAINING OUTLINE

Session I:

Overview:

History and background of the Child Day Care Program.

Session 2:

Outline of specific program and funding sources:

1. Head start
2. Child care
3. Family Resource

Session 3:

Grant and/or contract requirements:

1. Fiscal year
2. Application Process
3. Major reporting requirements

Session 4:

Relationship of services with financial management:

1. List of vendors used by service or product
2. Program staffing - personnel budget and personnel functions

Session 5:

Review of current (1989) grant and contract by account, function and service.

Session 6:

Discussion of unique regulations, requirements, or ways to facilitate service.

Session 7:

Video tape of service delivery in action.

Session 8:

Review and question and answer period.

APPENDIX H

MEMO TO: Finance Office Staff

FROM: Lorna Greene HS/FRC/DC

SUBJECT: IN SERVICE INTERDEPARTMENTAL TRAINING

You are invited to attend a training program presented in your office by Lorna Greene from the week of September 12 through the week of October 30.

There will be 8 sessions and each one will last approximately one half hour (30 minutes).

Attached is a schedule of the training.

The purpose of the training is to share information about our program with your office and to invite you to share information about your office with the center so that we can help each other as much as possible.

Everyone attending at least 6 of the 8 training sessions will receive a certificate.

There will be refreshments provided at each training.

Please attend.

Thank You

APPENDIX I

Head Start, Family Resource and Day Care Center Training

EXAMPLE: Outline Material covered

Staff:	Director -1 . .	Dual role, dual payroll
	Office Clerk - 1	" " "
	Secretary - 1	" " "
Coordinators:	Health/Handicap	Dual role, dual payroll
Social Service/Parent Involvement		" "
Education Coordinator		Dual role only

Classroom:

Head Start:

4 teachers (a also serves as Ed. Coord., 1700 hours, all others 1540 hours)
3 assistant teacher

Day Care:

Nursery - 3	2000 hours
Older Toddlers	"
Younger Toddlers	"

Outreach:

2 (1 with dual role as driver) 2000 hours

Transportation:

1 dual role dual payroll 2000 hours

Maintenance:

1 dual role, dual payroll 2000 hours

Head Start, Family Resource and Day Care Center

Vendor List and Product:

office supplies

office equipment/furniture

repairs: office: machines, computers, etc.
building: facility, operations (windows, electricity, plumbing)

school supplies:
- books
- games
- classroom furniture
- paper
- crayons
- educational games
- screening materials
- special curriculums

subscriptions:
- educational journals
- classroom/teacher magazines
- children's magazines

training:
- materials
- special consultants
- special services
- therapists

food service:
- milk
- vegetables
- meat
- canned goods
- paper goods
- chairs
- tables
- pots, pans, silverware, etc.
- uniforms

cleaning supplies:
- office
- classroom
- dining hall

outdoor equipment:
- vehicles
- playground
- grounds maintenance

APPENDIX J

EXAMPLE OF PROJECT PROGRESS NOTES

At the completion of the third training session, two of the office staff who had not attended asked questions about what had gone on and why.

They were only gently reminded that they had been invited to the training, and a brief review of the training was given to them.

They responded that it sounded interesting and that they would attend the next sessions.

After the third session, two of the staff present asked many questions about the actual service that was provided by the Center. They were very interested to know the difference between the donation requested from parents and the actual cost of group child care (by the Center) and on a statewide basis.

After the third session, the data entry supervisor made arrangements to meet with the Center director and revise the format of the computer printouts so that only those accounts used by the federal government reports were used on the computer printout for the federal grant. It is a real help.

At the beginning of the fourth training session, three persons from the staff who had not attended previously seated themselves with the present trainees. Before the training was fully underway, and before the attendance sheet was passed out, however, they were called away to deal with apparently office related matters. It was pointed out later that they were in fact called away by the finance director. The director was the initial contact for setting up the training. As of the fourth session, he had not attended any of the sessions. Although the time and place was selected with his input, one one occasion he burst into the session wanted to know what was going on. He later apologized for the interruption and explained that he thought we were having a "gab fest" since there was a great deal of talking and occasional laughter from the office. He had forgotten the training was scheduled to take place.

After the fourth session, all of those present (6 although only 5 signed in) had very positive comments about the use of Friday afternoons by the Center for training, staff meetings, etc. They all expressed surprise at the amount of cleaning and sanitizing done by the staff and the amount of time it was necessary to have to do that.

After the fourth training session, a member of the finance staff presented a session to the Center staff on basic uses of the computer system in the Finance Office. The Center office staff and representatives of all classrooms and support services attended.

There were many comments of reinforcement for the training . . I didn't know you had to take care of so many checks . . . there are a lot of purchase orders every week, that's a real lot . . .

Comments from the finance office staff ranged from . . It's nice to know how somebody spends their money, no one ever tell us, to . . . I wish we had meetings like that, no one says what is really bothering them and no one ever helps anyone else.

SAMPLE QUESTIONNAIRE

PLEASE ANSWER ALL OF THE QUESTIONS. DO NOT SKIP OVER ANY OF THE QUESTIONS. YOU WILL HAVE 45 MINUTES TO COMPLETE THE QUESTIONNAIRE.

1. The Head Start program, Family Resource and Day Care Center has provided service to your town for: (circle one)

   A. Less than 1 year
   B. Between 3-5 years
   C. More than 10 years.

2. The funds to operate the Center come from: (circle one)

   A. The Federal government
   B. The State of Colorado
   C. The Tribe
   D. All of the above
   E. None of the above

3. The Center operates according to: (circle all that apply)

   A. Rules of the Tribe
   B. No rules at all
   C. Rules decided by each director every year
   D. Rules of each funding agency

4. The total number of people who work for the Center is about: (circle one)

   A. 5
   B. 10
   C. 15
   D. More than 20

5. Most of the staff at the Center do: (circle one)

   A. Babysitting
   B. Nothing
   C. Help children learn
   D. Paperwork

6. The total amount of money the Center gets each year to provide all of the services is: (circle one)

   A. About $30,000
   B. About $50,000
   C. About $100,000
   D. More than $250,000

7. The Center must have a certain number of adults for each group of children. This is about: (circle one)

   A. 1 adult for 20 children
   B. 1 adult for 15 children
   C. 1 adult for 10 children
   D. 1 adult for 7 to 10 children
   E. It depends on the age of the children

8. All of the people working at the Center have had: (circle one)

   A. Some training
   B. No training
   C. A lot of training
   D. Receive training on-going

9. The fiscal year for the budget of the Center is from: (circle one)

   A. July to June
   B. September to August
   C. October to September
   D. None of the above
   E. All of the above

10. The Center has a list of vendors that is approximately: (circle one)

   A. 3
   B. 15
   C. 10
   D. More than 20

11. The Center uses vendors who supply: (circle one)

   A. School Supplies
   B. Food and school supplies
   C. Office and school supplies
   D. A wide variety of supplies and service

12. The Center does: (circle one)

   A. Some office bookkeeping
   B. Some bookkeeping and some reports
   C. Depends on the Finance Office for finance service

13. The Center's recordkeeping is: (circle one)

   A. About finances
   B. About attendance
   C. About child and adult activities of all kinds

14. The Center's financial reports are due: (circle all that apply)

A. Monthly
B. Quarterly
C. Yearly
D. Whenever you send them

15. The Center reviews: (circle one):

A. All reports from the Finance Office
B. Some reports from the Finance Office
C. None of the reports from the Finance Office

16. Which program at the Center uses purchase requisitions: (circle one)

A. All tribal programs
B. None of the tribal programs
C. Some of the tribal programs

17. After a purchase requisition is sent to purchasing, the Child Care Center: (circle one)

A. Throws it away
B. Uses it as part of audit trail

18. The Center staff receives: (circle one)

A. Approximately the same amount of leave and other benefits as other program employees
B. Less than other programs
C. More than other programs

19. The Center staff use one half day a week for: (circle one)

A. Training, meetings, etc.
B. Cleaning and preparing plans
C. Taking time off
D. All of the above

20. The Head Start policy council is required by law to:

A. Approve or disapprove many administration decisions
B. Approve all decisions
C. Not approve any decisions

21. The number of accounts used by the Center for all programs is approximately:

A. 5
B. 10
c. More than 15
D. More than 25